



Greenside Primary School

Inspection Report

Unique Reference Number 107828
LEA Leeds
Inspection number 277847
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mrs Carole McBride CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Chapelton
School category	Community		Pudsey
Age range of pupils	5 to 11		West Yorkshire LS28 8NZ
Gender of pupils	Mixed	Telephone number	0113 2574509
Number on roll	305	Fax number	0113 2146120
Appropriate authority	The governing body	Chair of governors	Mr Richard Hardcastle
Date of previous inspection	29 November 1999	Headteacher	Mrs Janet Howard

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school situated in one of the more advantaged areas of Leeds. Most children are of white, British heritage with very few learning English as an additional language. An average number of pupils have learning difficulties or disabilities. Most children join the Reception class with skills and knowledge typical for their age. There has been a high turnover of staff in the last two years. The current headteacher was appointed in 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many positive features, which gives good value for money. This matches the school's view of its own performance. Good teaching enables pupils to achieve well and reach at least average standards. However, in mathematics pupils could do a little better and in writing, boys do not do as well as girls. Children in the Foundation Stage make good progress and exceed the expectations for their age by the end of the Reception year. All pupils feel safe, secure and valued and enjoy school very much; they behave well and work hard. They have very responsible attitudes and the school gets them off to a good start in learning what it means to be a responsible citizen and contributor to the wider community. However, they need to develop a greater awareness of the cultural diversity of modern British society.

As a result of very effective leadership and management, the school has moved forward at a good pace since the last inspection. It has rigorous procedures in place for evaluating its work and from this stems an accurate understanding of its own relative strengths and weaknesses. The leadership of the school ensures that the central focus of its work is on raising standards and ensuring that pupils make the most of their time at school. The staff continually adjust their teaching to meet the pupils' needs. Consequently, the school's capacity for future improvement is good.

What the school should do to improve further

Through its own self-evaluation, the school has identified the following issues in its improvement plan. Inspection findings confirm that these are the most important areas to improve:

- achievement in problem solving in mathematics and in writing, especially for boys
- pupils' knowledge and appreciation of the diversity of cultures in modern British society
- the effectiveness of marking and children's involvement in the assessment of their work.

Achievement and standards

Grade: 2

Achievement is good. The school sets challenging targets for pupils and good progress is made towards meeting them. Pupils with learning difficulties and/or disabilities also achieve well. Most children enter the Reception class with skills and knowledge typical for their age and achieve well in their first year; most meet, and a good number exceed the expectations for their age at the end of their first year. They make best progress in developing skills in mathematics and literacy. Pupils build well on this good start. They make good progress throughout their time in the school and by age 11, reach standards that are above average. The school's results in the national tests in 2005 were its best ever. Although this is the case, the school constantly seeks improvement and has noted in the last two years a relative weakness in pupils' achievement in

mathematics where pupils could do better in problem solving and calculation. It has also noted that boys do not achieve as well as girls in writing. The school is seeing the benefits of its vigour in tackling weaknesses in calculation and is now focused on improving skills in problem solving. All pupils, but boys in particular, are now showing a greater interest and enjoyment in writing as a result of different approaches being used by teachers.

Personal development and well-being

Grade: 2

Pupils enjoy school and get on well together. They have positive attitudes to learning and behave well. They are keen to help others and contribute to the wider community. Older children are committed to supporting the younger ones and the buddy system and playground leaders initiatives help younger children feel safe and secure.

Pupils show a good understanding of their rights and responsibilities. They are knowledgeable about matters of personal safety and also about the need to adopt healthy lifestyles. The Year 6 pupils for example, are able to offer well-informed opinions about the dangers of smoking. The school council meets on a regular basis and makes recommendations to the staff. There are many examples of how the staff take up their recommendations and try to implement suggestions made.

Pupils are being well prepared for success in the world of work because basic skills are taught effectively. Pupils' attendance and punctuality are really good. Whilst pupils' spiritual, moral and social development is well promoted more could be done to raise their awareness of the diversity of cultures in modern British society. The school is currently working hard on this aspect of its provision.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and enable all pupils, including those with learning difficulties and/or disabilities, to make good progress. Pupils get off to a fast start in the Reception classes where staff work well as a team and make best use of their individual expertise and interests to support their learning.

In most lessons, work is sufficiently challenging and resources are used well to ensure pupils learn effectively. Teachers have good subject knowledge and use it well to promote pupils' understanding. The emphasis the school has given to improving the quality of children's learning experiences is beginning to pay off. However, there are some lessons where pupils spend too long listening and are not as actively engaged as they could be. Sometimes pupils feel that teachers over-explain when they already understand. In the best lessons seen, teachers ensured that children were given plenty of opportunities to work collaboratively with a partner or as part of a group.

Teaching assistants are used very effectively to support the learning of individuals or small groups. Relationships between teachers and children are good and this helps to create a positive atmosphere for learning where pupils feel able to contribute their views and learn from their mistakes without censure.

The marking of pupils' work is too brief to let the child know how well they have done or how they might make it better. The school is addressing this issue along with the need to involve pupils more in assessing their work and that of their peers.

Curriculum and other activities

Grade: 2

Children study a good curriculum with several very good features. Learning is enjoyable because there are plenty of opportunities for children to practise basic skills in exciting projects. Learning is brought alive by the many visits on offer and through initiatives, such as French lessons in Years 5 and 6. Basic skills are taught well. Although good use is made of the internet and of interactive whiteboards to support learning, in some classes computers are not used regularly enough.

Work for pupils with learning difficulties and/or disabilities is well planned and there is good provision for those with talents, for example in music. A few gifted children are identified and are given additional challenges.

Beyond lessons, there are many valuable sporting and musical activities and residential visits, which have a good impact on learning. Pupils are taught about the financial aspect of health and food production through the biscuit making project, for example. Business links with a recycling firm makes real the global issues of sustainability.

Care, guidance and support

Grade: 2

This is a good aspect with some outstanding features. Children feel very safe, are well cared for and enjoy school greatly. Potential health and safety hazards are assessed very well. Effective measures ensure that children stay safe at school. Written procedures are based superbly on thorough investigation of any pitfalls. The school is proud to be recognised locally for this work.

Children are confident that adults will listen to them. They have great trust in the Communication Manager, for example, proclaiming that, 'she always solves our problems.' Vulnerable children are supported very well. Arrangements for child protection

are in place and followed. This is a health conscious school in which physical activity is

prized highly.

Most children's learning is guided well within the school's system of setting targets in

English and mathematics. Parents feel able to provide support at home, particularly since

their children are included prominently in parental consultation events. Advice about how to improve work is reasonable in most lessons, but marking is not yet effective in

giving children precise enough advice about how what to do next.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is of high quality; she has the confidence of the whole school community and leads the staff forward really well. There is also some very strong subject leadership resulting in effective school improvement.

Issues from the last inspection have been successfully addressed and the school has a good capacity to improve because it has rigorous systems of monitoring and evaluation leading to an accurate understanding of strengths and weaknesses. The impact of any change is carefully assessed and, if necessary, adjustments are made. Staff take the initiative in evaluating their own work and in making changes when they see things are not working as well as they would like. Performance management is used to very good effect in addressing weaknesses identified. Staff therefore share the headteacher's clear vision and her sharp focus on increasing achievement and enjoyment, and ensuring that all pupils make the most of their time at school and are keen learners.

The vast majority of parents are pleased with what the school is doing for their children. Parental views are listened to and acted upon.

Governors are supportive and meet statutory responsibilities and the school's modest budget is managed well and directed at the most important priorities. The school offers good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We really enjoyed our visit because everyone was so friendly and helpful. We would like to tell you what we thought about your school.

These are the things we thought were good.

- Children do well; you all work hard and make good progress in your lessons.
- Children are good at looking after themselves and each other; the teachers keep a close eye on you and make sure you are safe.
- The teachers are good at spotting areas where you are not learning as much as you could; they work hard to change things for the better.

We know that at Greenside everyone wants to do even better. The teachers think that the following things could help and the inspectors agree with them.

- Children could learn more about problem solving in mathematics and do better at their writing.
- Teachers need to help children learn more about people from different cultures in modern British society.
- Teachers should mark children's work in a different way; this would show children how well they have done, and what they could do better. Children should also have more chance to say how well they think they have done.